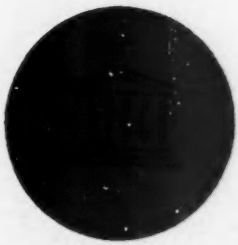
Unesco Chronicle



A monthly report from Unesco House

UNESCO CHRONICLE
Unesco House, 19 avenue Kléber, Paris. Telephone: Kléber 52-00

Unesco Chronicle **is issued every month in English, French and Spanish. Subscriptions will be accepted by any of the Unesco National Distributors (see list). Subscription rates in currencies other than those below will be supplied on application to the distributor in the country concerned. When notifying change of address please enclose last wrapper or envelope.**

Annual subscriptions (12 issues) [B] $1.75; 10/6; 500 fr.
Per copy: $0.20; 1/-; 50 fr.

MC. 55. VIII. 3 A © Unesco 1955. *Printed in France.* UNION TYPOGRAPHIQUE - IMPRIMERIE SAINT-CHRISTOPHE

Unesco Chronicle

MONTHLY BULLETIN SEPTEMBER 1955 No. 3

CONTENTS

The Universal Copyright Convention (Luther H. Evans) 3
Notes on the Geneva Convention (Juan O. Diaz Lewis) 5
The Diversity of Cultures and the World Community (Jean d'Ormesson) 9

NEWS ITEMS

MEMBER STATES
New Member 16
Permanent delegations to Unesco 16
Ratification and implementation of international conventions. . 16

NATIONAL COMMISSIONS
Austria, Italy, Lebanon, Spain, Switzerland, United States of America. 17

SECRETARIAT
Headquarters services:
Directorate-General 19
Co-operation with the United Nations and the Specialized Agencies. 20
Documentation and exchange of information 22
Conferences, meetings of experts and seminars. 23
Work in the field:
General activities. 24
Regional activities. 24
Expanded Programme of Technical Assistance. 26

CO-OPERATION WITH INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS. 27

PUBLICATIONS

The present state of research on the vegetation of the arid zones. . 29
Bibliographical notes. 35

TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS

September to December 1955 37

The Universal Copyright Convention

LUTHER H. EVANS
Director-General

Unesco counts the Universal Copyright Convention among its most successful achievements. Personally, also, I take pride in joining in the celebration of the coming into force of this new charter of rights for creators of intellectual works.

At this early stage, when the ink is hardly dry on the ratification deposited by Monaco, the twelfth instrument which set the date for the coming into force of the Convention, it is not too early to ask ourselves, whether we be copyright specialists or persons interested in international affairs generally: what lessons may we learn from the experience of developing this Convention ?

It seems to me that the principal lesson lies in the procedures used and the time taken for mature study of the issues involved. The objective of 'improving' copyright relations which we set for ourselves in 1946 and 1947 had itself to be more sharply defined. While that was being done it was deemed wise to study intensively the problems in international copyright relations which required attention. The extensive debates of the Copyright Conference of 1946, which resulted in the inter-American Washington Convention, contributed to the isolation of various issues and to the preparation of experts in one part of the world to appreciate the problems which had to be faced. Some of the solutions which were arrived at in that meeting were hastily adopted compromises and it soon became clear that something better was required, something based on more profound study and a more democratic procedure for debating differences of point of view within individual nations and between the experts and the governments of various nations.

This process began as regards Unesco's effort in the following year, with the meeting in Paris of the first Unesco Committee of Experts. It continued at the second session of the General Conference (Mexico, 1947), the third session (Beirut, 1948), the second Committee of Experts (Paris, 1949), the fourth and fifth sessions of the General Conference (Paris, 1949 and Florence, 1950), the Washington meeting of the experts (October-November 1950), the sixth session of the General Conference (Paris, 1951), and the Geneva Conference (August-September 1952) which produced the final text of the Convention. In between these meetings there were various consultations of governments by the Secretariat and many meetings at the international level, governmental and non-governmental, where the problems

involved in the Unesco effort were discussed. For instance, many of them were reviewed in 1948 at Brussels in connexion with the revision of the Berne Convention, and a number of experts were involved there who also worked in the Unesco garden.

While all this was going on, the Unesco Secretariat, under the devoted guidance of Mr. François Hepp, was compiling data and making studies which were essential to the intelligent framing of questions to governments and the provision of guiding suggestions to the numerous meetings of experts, the sessions of the Executive Board and the General Conference, etc.

The United States of America was greatly interested in the matter of improving copyright relations. Its Registers of Copyright and its Librarians of Congress had taken a vigorous interest in the subject for decades, and had laboured with particular fervour for improvements in the international copyright behaviour of their own country.

Archibald MacLeish, a noted writer and poet, expressed the strong hope, as World War II was coming to a close, that a bold step forward might be taken. He pursued this aim in his work as chairman of the United States delegation at the Conference in London (1945), which wrote the Constitution of Unesco, and in 1946 as member of the United States National Commission for Unesco and as joint chairman of the delegation to the first session of the General Conference. This interest on the part of the Library of Congress and its Copyright Office has been sustained without interruption until the present moment.

To face realistically the problem of developing a position in the United States of America which would have a good chance of acceptance by the Congress, and particularly by the Senate in its role of advising and consenting to the ratification of treaties, it was necessary to invent a mechanism of consultation which would bring all the numerous conflicting interests of creators of copyright material and the users and exploiters of such material together for discussion. The Copyright Panel of the United States National Commission for Unesco seemed to be the best instrument for the purpose, and it was vigorously used. Under the chairmanship of Dr. Waldo G. Leland and later of myself, the panel, with an extensive membership, held many meetings, sometimes several in a year. We dedicated ourselves to the problem of finding a generally acceptable national position which would meet the reasonable demands of other countries as to obligations which should be assumed by the United States of America, and a position which it would be reasonable to demand that other countries accept. This process took years, but it was largely, if not completely, successful.

The result of the double system of consultations was an unusual development, in the United States of America and among the expert and governmental circles of many countries, of an understanding of all the interests which were in play, of the political possibilities facing delegations

of various countries, and of the reasonable things to expect from others. While there were battles still to be fought on the last day of the Geneva Conference, the procedures which had been followed served to give assurance that the men involved, who had worked so long and so loyally together over a period of several years, could eventually find a reasonable solution of their differences. And they did !

Certainly, one of the reasons for eventual success in developing the Convention was the avowal at an early stage of a limited objective. It was necessary to include nations in a system of international copyright protection which were altogether outside any such system. Therefore, the level of protection would have to be modest. Naturally, it might be increased later by revising the Convention. In the striking concept of Judge Wyzanski, we were engaged in mounting the first rung on a ladder. To do this is was necessary to make certain that by signing the new Convention a nation would not be relieved of higher-level obligations of protection which existed under other multilateral conventions to which it had subscribed. This was easily done eventually by formulae which protected the Berne Convention and certain Western Hemisphere arrangements.

Without reference to revision of the Convention, which may well be left to later consideration, it is quite clear that many more countries must accept the obligations of this new instrument before we have any right to say that we have come close to the goal of a 'universal' convention. The prospects seem good, but there is much work still to be done.

Notes on the Geneva Convention

JUAN O. DIAZ LEWIS
Chief, Copyright Section, Department of Cultural Activities

The Universal Copyright Convention was adopted at an intergovernmental conference held at Geneva in 1952. Delegates of 50 States attended the conference and representatives of 40 of these States signed the text of the Convention.

The study of the problems arising in connexion with the international protection of the rights of writers, artists and scientists was included in Unesco's programme at the suggestion of the Belgian Government, and, at its second session (Mexico City, 1947), Unesco's General Conference laid down the general lines along which the Organization's work in this domain was to proceed.

The movement for the international protection of copyright is of compa-

ratively recent origin. The Berne Convention, which established the International Union for the Protection of Literary and Artistic Works, dates from 1886, and the Montevideo Convention, the first agreement of this kind between American states, from 1889. Over sixty years were thus to pass before an instrument for the world-wide protection of copyright was adopted at the Geneva Conference.

At the national level, of course, the first steps had been taken much earlier. As far back as 1709, it was recognized in England that an author had certain rights in his own work; the Constitution of the United States of America also gave force to this idea; and in 1793 the French National Convention approved a law on the subject which is still in force in France.

The Berne Convention of 1886 marked the beginning of international action. Viewed by modern standards, the protection it provided in its early years seems somewhat rudimentary, but after revision at a series of conferences, the Convention became an extremely useful instrument. The conferences of Paris (1896), Berlin (1908), Rome (1928) and Brussels (1948), brought together a great number of copyright experts who, in the light of experience acquired through the years, and of the needs created by technological progress, gradually strengthened and improved the Convention. At the present time, the Berne Convention binds all the States of the European continent, with the sole exception of the U.S.S.R., and a large number of Middle and Far Eastern countries. Of the American Republics, only Brazil has joined the Convention.

Beginning with the Montevideo Convention, the copyright system of the American continent followed an entirely different line of development, and it is full of complexities. The agreement concluded in the Uruguayan capital in 1889 was supplemented by a series of conventions with regional force—signed at Mexico City (1902), Rio de Janeiro (1906), Buenos Aires (1910), Caracas (1911), Havana (1928) and Washington (1946)— but none of them was ever ratified unanimously. Only the Buenos Aires instrument obtained any considerable number of ratifications.

Thus, while there was clearly a desire for world-wide protection of the rights of authors, it was also evident that none of the existing agreements would obtain the approval of all countries. The conception of copyright differed appreciably from region to region. The Berne countries did not wish to lower the high standards of protection they had attained, while the American Republics felt that the conception of copyright embodied in the Berne Convention could not be reconciled with that obtaining in the Western Hemisphere. Moreover, aside from the two groups mentioned above, there were still a fair number of nations which had not joined any of the international systems for the protection of copyright.

The conference held in Rome in 1928 for the revision of the Berne Convention adopted a resolution requesting the League of Nations to undertake the study of a universal copyright convention which would bind

all the countries of the world. The League entrusted the study of the question to the International Institute of Intellectual Co-operation. The Institute produced a series of preliminary drafts which were to be presented to a diplomatic conference. The Belgian Government proposed to convene a meeting in 1939 but unfortunately world events intervened and it was not held.

Eight years later, Unesco took up the proposal, and its efforts eventually led to the signature of the Geneva Convention, which comes into force this month.

The Universal Copyright Convention consists of a Preamble, 21 Articles, an Appendix Declaration and a Resolution. It also has three annexed Protocols. While it is impossible to summarize such a highly technical and complex instrument, it seems opportune to set out the subject-matter of each Article.

Article I deals with the extent of the protection granted to literary, scientific and artistic works. The principle of according national treatment to foreign works is set forth in Article II. Article III regulates the question of formalities and Article IV establishes certain minima of protection. The right of translation and its possible restrictions is treated in Article V. The notion of publication is defined in Article VI and the question of the non-retroactivity of the Convention is covered by Article VII. Formal questions concerning signature, deposit, entry into force, national implementation and the administration of the Convention, conferences for its revision, ratification, accession, and acceptance, denunciation, disputes concerning the interpretation and application of its provisions and official languages, are treated under Articles VIII to XVI. Article XVII and its Appendix Declaration provide safeguards for the Berne Convention and define the relationships among Berne countries and the other Contracting States of the Universal Copyright Convention. Article XVIII allows for the co-existence of the Geneva Convention and the Inter-American Conventions, and Article XIX provides the same safeguards for other multilateral and bilateral agreements. Finally, Article XX forbids the making of reservations and Article XXI provides for the transmission of certified copies of the Convention.

In addition to the Appendix Declaration to Article XVII, dealing with the Berne Union, a Resolution is annexed to the Convention itself, concerning the Intergovernmental Committee which is to administer the Convention.

The spirit in which the Geneva Convention was drawn up, and later signed, can be seen clearly from the wording of the Preamble, wherein the Contracting States declare that they are:

'Moved by the desire to assure in all countries copyright protection of literary, scientific and artistic works,

Convinced that a system of copyright protection appropriate to all

nations of the world and expressed in a universal convention, additional to, and without impairing international systems already in force, will ensure respect for the rights of the individual and encourage the development of literature, the sciences and the arts, and

Persuaded that a universal copyright system will facilitate a wider dissemination of works of the human mind and increase international understanding.'

The Diversity of Cultures and the World Community

JEAN D'ORMESSON
Assistant Secretary-General of ICPHS

It is no new thing for individual civilizations to come to realize that they are not the only ones in the world—that other cultures exist. Taking the West alone, Marco Polo, Chardin, Tavernier, de Guignes and many others successively brought to cultures inclined to regard their own achievements as the very type and essence of civilization evidence of the existence of other traditions, other beliefs, other forms of aesthetics, as elevated and as valid. In a sense, the eighteenth century, with its taste for 'enlightenment' and new things, was perhaps more welcoming even than our own age towards ideas from without and towards beliefs and moralities foreign to its own traditions. The revival in the West, in the nineteenth century, of linear philosophies of history may indeed have produced anew the impression that the various civilizations were all converging towards a common end where the specific differences inherited from aberrant traditions would disappear in due course. However, following the work of Spengler and Toynbee, and of numbers of orientalists, sociologists and anthropologists, no one today would any longer entertain the notion of a culture confined to a particular section of mankind or to a single region, with the alien forms of the civilizations beyond those limits dismissed as superstitions or anachronisms. What has gone for ever is, of course, not the eternally subsisting possibility of opting for a particular variety of belief or tradition but the exclusive 'rightness' claimed dogmatically for the traditional culture.

Unesco was bound to concern itself with the multitudinous problems raised in our day at once by the legitimate diversity of cultures and by the exigencies of their mutual relations. A committee met in Paris from 27 to 30 June, under the auspices of the International Council for Philosophy and Humanistic Studies (ICPHS), and with Unesco's assistance, to examine the possibilities of broadening the teaching of the 'humanities'.

This project originated in a resolution adopted by the General Conference of Unesco in 1952, calling for a 'programme of international discussion, joint studies, and inquiries and publications, dealing with the cultural relations between peoples'.

With a programme of this nature, there were several different lines along which work could be pursued. The study of the relations between the Old and the New World raised a whole series of specific questions

which were examined in 1953 and 1954.[1] As to the cultural relations between the East and the West, quite other problems arose, which obviously required to be handled independently.

THE PHILOSOPHY OF EDUCATION IN EAST AND WEST

This was not the first time that Unesco had touched upon the vast and important question of relations between East and West. At the end of 1951 an international discussion was organized by Unesco at New Delhi on the theme 'The concept of man and the philosophy of education in East and West'. The proceedings of the New Delhi meeting were the subject of a volume, addressed to the general educated public, published in English and French in 1953.[2]

The primary object of this discussion was to define the concepts of man in East and West respectively. It was a matter of identifying the fundamental disparities, stressing the points of convergence, and assessing the reciprocal influences, cultural exchanges and historical and ideological indebtedness.

However, there soon emerged a second theme of the utmost importance —education. It is the traditional wisdom and meditation of the East and the science and technology of the West that have been of capital importance in the moulding of man—though here generalizations and over definite formulae must be avoided. Within either traditional culture the features and trends are obviously not as clearly marked as this. But it is beyond dispute that the picture each of these two cultures forms of the other is of the utmost importance in its assessment of itself. Thus education plays its part in the moulding of man in two different ways—firstly through the influence of the traditional culture, and secondly through the picture it gives of extraneous cultures. In this second aspect of the educational process there may perhaps be even more scope than in the first for distortions and gaps.

Thus the logical sequel to the conclusions of the New Delhi discussion was to continue the inquiries with a shift of emphasis from the cultures themselves to the possibilities of exchanges between them. It was this consideration which mainly informed the General Conference resolution of 1952.

Under this resolution a work plan was drawn up for 1954 couched in the following terms:

'In the light of the findings of the discussion organized in New Delhi . . .

---

1. In particular, two international meetings were arranged, at São Paulo and Geneva respectively. The proceedings have been published in French (*Le Nouveau monde et l'Europe*, Editions de la Baconnière, Neuchâtel, Switzerland, 1954) and will be published in English and Spanish by Unesco at the end of 1955.
2. *Humanism and Education in East and West*, Unesco, 1953. See also *Interrelations of Culture*, Unesco, 1953.

the bases and content of an expanded form of humanistic teaching will be studied, in which the contributions of eastern and western civilizations would be combined. The International Council for Philosophy and Humanistic Studies will be asked to carry out consultations and to convene a committee of educationists and specialists in the branches of knowledge concerned, in order to consider the value of humanistic studies of this sort in education, and the practical possibility of organizing such teaching at the various levels of study.'

THE PROBLEM OF CULTURAL EXCHANGES

The committee instructed to consider the means of achieving better mutual knowledge between the various civilizations had therefore, in practice, to concern itself primarily with the problem of cultural exchanges between the cultures of the Eastern and Western traditions. Needless to say, the committee also inquired into the roles of the African and American civilizations and more particularly of the Arab culture—which can only partly be regarded as an Eastern culture—but its discussions were mainly centred on the inprovement of the mutual knowledge of the Eastern and Western cultures.

The whole question was of singular delicacy. Of all subjects for study man remains the most elusive. There is a constant temptation to try to arrive at a knowledge of mankind by inference from oneself, and man is thought of more readily as a competitor or an associate than as an object of scientific study. Objective interest in the art, religions and customs of civilizations other than one's own is often complicated by a certain admixture of *amour propre*, a vague sense that they are rivals, sometimes even an active competitive reaction or an assumption of superiority. The colonial expansion of the West, while on occasion it provided facilities for objective and disinterested study of other cultures, was all too often accompanied by the growth of a tendency—born either of uneasiness or of self-satisfaction, of narrow mindedness or of suspicion—to depreciate 'lower' or dangerous cultures. Race prejudice, obviously, did nothing to improve matters.

An attempt had also to be made to appreciate the often commendable motives of those whose task it was to propagate and teach the traditional cultures. Accretions to a culture cannot be regarded as on the same footing as the acquisitions of science. Science (in the sense of the natural sciences) is by nature permanently receptive of new ideas. It is on the look-out for the new and the revolutionary. It is happy to see old theories exploded; the introduction of new elements involves a process of recasting the framework of knowledge which gets rid of the old and automatically superseded elements. Culture on the other hand is a specific combination of selected ingredients to which nothing can be

added by technical advances. It is elective, and any extraneous addition disrupts its unity, alters it and robs it of some of its originality, tending to weaken its structure and mar its characteristics. Science presupposes change while culture means fidelity to a particular concept of man.

For long the West was rejected by the cultured Chinese, and Western thought was viewed with suspicion and hostility by the Hindu pandit or cultured Arab. And even between the Eastern cultures themselves examples occurred of reserve and hostility between the various religions, beliefs and traditions. However, it is indisputable that the East, more often than the West, has inclined to assimilate extraneous humanisms. It is no exaggeration to say that Western culture has in many cases been assimilated by the Eastern humanist. This assimilation may indeed have taken place solely because with the Western culture there went techniques essential for the modern world and which, in a certain sense, are the absolute opposite of humanism of any sort. But whatever the motives and, ultimately, the long-term outcome of that assimilation, the fact is that for the present more than one oriental scholar draws simultaneously upon two or more cultures. It is above all the West which has gaps to fill and which must broaden its views.

THE DANGERS OF A 'HYBRID' HUMANISM

The committee which met in Paris from 27 to 30 June 1955 was fully aware of the difficulties of its task. Agreement was first reached, without too much difficulty, on an essential point—that it was desirable that each civilization should have a fairly broad acquaintance with world culture as a whole. Either culture means nothing at all or it must, in our day, cease to be purely regional.

It then remained to consider whether this theoretically desirable broadening of purview was in practice possible. From the outset, the committee was anxious to remove one uncertainty. Extending the perimeter of the classical humanities cannot and must not be confused with the creation of a 'hybrid' humanism representing a synthesis of the existing humanities. The inquiry into the teaching of the humanities should not be regarded as a chimerical attempt at the unification of cultures but as a study of the possibilities of improving their knowledge of each other. Trying to combine the learning of two different traditions in a single amalgam involves a risk of disrupting and losing both. Traditional educators would be fully justified in arguing against any such artificial syncretism. In no case should knowledge about the civilizations external to a particular traditional culture be acquired at the price of warping or mutilating that culture itself.

Another serious practical difficulty lay in the over-crowding of educational programmes. The information which the Director-General of Unesco

had collected from numerous Member States, and which he made available to ICPHS, showed how many obstacles were liable to stand in the way of adding anything new, however useful. With a schedule of studies already so overloaded as to alarm parents and even teachers, where could space and time be found for new subjects?

It was with these—and many other—considerations in mind that the committeee declared itself in favour of instruction in the outlines of the 'exotic' civilizations. It found, further, that this teaching should (a) be graduated; (b) start at a very early stage; (c) do nothing to dissociate the children from the culture of their own environment; (d) be made to fit naturally into the traditional pattern of schooling and take the form of informal talks rather than didactic lectures.

The ideal way of imparting such instruction is through the medium of folk and fairy tales, legends, tales of travel and the lives of great men. This enables two contradictory requirements—a *foreign* flavour and *familiarity*—to be met and reconciled. Fortunately, the civilizations of the East are particularly rich in literature of this type. It is for Western education to make the most of the abundance thus offered and to use the treasures that are to be found, even for very young children, in the Indian *Mahabharata* and *Ramayana* or the Arabic *Sinbad the Sailor* and the *Arabian Nights*.

BROADENING THE CULTURAL BACKGROUND OF ADOLESCENTS

But, however great the importance of starting children on the right lines, the committee concentrated above all on the adolescent sector—the 12-18 age group, representing the stage of education lying between the primary school and the university. It might seem at first sight that the ideal stage at which to give rather fuller general teaching on these Eastern and other civilizations would be the university. But higher education is already specialized. Those who reach that stage made their choice; they are following a bent and limiting their attention to a particular field of knowledge. If the chosen field of interest is in fact 'exotic' civilizations, obviously we can only be gratified at the choice; little can however be done to influence predilections, or at any rate such influence is scarcely to be wielded by committees and university officials. Here the operative factor is the magnetism of a very small number of individuals. Thus all the committee could do here was to urge the establishment or expansion, in universities throughout the world, of chairs for the courses on all the great cultures of East and West.

If, on the other hand, the university student has chosen a field of knowledge other than the study of exotic civilizations, the increasing specialization of higher education will quickly prevent his concerning himself with the 'humanities', whether extraneous or of his own country.

The committee recommended that, even for these students, arrangements should be made for courses—general rather than historical—on the various cultures of the world. It was at pains to emphasize, however, that the essential progress should be made with young people between the ages of 12 and 18 approximately.

Generally speaking, it is between those ages that the pupil is taught about the latest advances in modern science and technology. The teaching of the humanities has lagged behind. This is particularly so in the West, and even in the East no general picture of mankind as a whole is ever presented.

The committee was unanimous in considering that 'his background instruction in general culture between the ages of 12 and 18 should furnish every pupil with a minimum notion of mankind as a whole'.

Cautiously and even hesitantly, the committee made a list of the regions of whose civilizations and cultures every pupil should, in its view, have some notion—Greece and Rome, Europe in the various stages of its development, Egypt, Western Asia, Mesopotamia, Iran, the Americas, India, China, Japan, Central Asia, South-East Asia, the South Sea Islands and Africa.

In principle, there is no question of creating new courses but of adjusting existing ones. The object is to draw attention to the existence of these civilizations and to the part they have played in history. Literature, history, geography, art and art history, are specially suitable for conveying these ideas without overloading the curriculum. Modern teaching aids—gramophone records, wireless, films—will be of considerable assistance to the teacher. They should not, however, lead to any omission of direct contact with the great literary works of exotic civilizations. It is this contact above all which remains the goal to be reached. It alone can beget familiarity, understanding and sympathy.

TRAINING OF TEACHERS AND TEACHING MATERIAL

Lastly, two particular problems arose for the committee's consideration. First the training of teachers. If pupils between the ages of 12 and 18 are to learn something about pre-Colombian America or the civilization of Central Asia, their teachers or prospective teachers must know a good deal about these subjects. This brings us back to the problem of specialized instruction; the instruction given to the teacher must be excellent in order that the general culture reaching his pupils through him may be good.

The second problem is that of making the necessary information, texts and translations available both to teachers and to pupils. Here Unesco's contribution should, and can be considerable. More particularly, access to the 'History of the Scientific and Cultural Development of Mankind' compiled by Unesco may be invaluable. Of the utmost usefulness, too, are the translation and distribution of the chief classics of the various cultures.

The foregoing is a brief summary of the work of the committee of experts convened by the International Council for Philosophy and Humanistic Studies. Much still remains to be done. In the sphere of the humanities nothing is ever permanently achieved or preserved. Hardly is the problem of better mutual acquaintance between the civilizations of East and West outlined, than we find ourselves faced with the further urgent question, of the place and role of the humanities as a whole in the education and civilization of today.

Once the cultures of East and West have learnt to know each other better, they will still have to make a common stand against the invader —technology, the machine—whose looming bulk and prestige threaten them all alike. What would be the use of comparing the teachings of Francis of Assisi and the Buddha if charity were to lose all meaning in a mechanized world?

But that is another story. . . .

NEWS ITEMS

Member States

NEW MEMBER

Ethiopia. On 1 July, the Ethiopian Government arranged for the deposit, at the Foreign Office in London, of its instrument of acceptance of the Constitution of Unesco. Ethiopia thus becomes the Organization's 74th Member State.

PERMANENT DELEGATIONS TO UNESCO

Iran. In a letter dated 30 May 1955, the Minister of Foreign Affairs of Iran informed the Director-General that H.E. Dr. G. A. Raadi had been promoted to the rank of Ambassador. He will continue to represent Iran at Unesco, as Head of the Permanent Delegation.

Mexico. In a letter of 24 June, the Mexican Government informed the Director-General that Dr. Paula Alegria, who had been in charge of the permanent delegation of Mexico to Unesco pending the arrival of Dr. Ignacio Bernal, had been appointed assistant delegate.

Hungary. In a letter of 30 June 1955, the Hungarian Government informed the Director-General that Mr. Kalman Ujlaki, First Secretary at the Hungarian Legation in Paris, had been appointed to represent the People's Republic of Hungary as permanent delegate to Unesco.

RATIFICATION AND IMPLEMENTATION OF INTERNATIONAL CONVENTIONS

Universal Copyright Convention

The Universal Copyright Convention was ratified on 3 June by the German Federal Republic and on 16 June by the Principality of Monaco. by the German Federal Republic; the Principality of Monaco has ratified by the German Federal Republic; the Principality of Monaco has ratified the first two only.

Since 10 other States[1] had previously ratified the Convention, the latter

1. Andorra, Cambodia, Chile, Costa Rica, Haiti, Israel, Laos, Pakistan, Spain and the United States of America.

will come into force on 16 September—i.e., in accordance with its provisions, three months after the deposit of 12 instruments of ratification.[1]

Agreement on the Importation of Educational, Scientific and Cultural Materials

The United Kingdom Government has announced its intention of extending the application of this agreement to the Channel Islands and the Isle of Man, which it represents for international purposes.

The Working Party on Television of the Council of Europe has expressed the hope that the Council of Ministers will recommend Member States to implement the agreement and to apply its provisions to broadcasting and television materials.

National Commissions

Visits by Secretaries of National Commissions. During June and July, the secretaries of several National Commissions visited Unesco's Headquarters, where they discussed programme and general policy questions with senior officials of the Organization. These visitors were: Mr. Tin Aye, Secretary of the Burmese National Commission, from 8 June to 8 July; Mr. Aladar Tamas, Secretary of the Hungarian National Commission, from 8 to 29 June; Mr. L. R. Sethi, Secretary of the Indian National Commission, from 10 June to 7 July; Mr. R. P. Manandhar, Secretary of the Provisional National Commission of Nepal, from 10 June to 8 July; Dr. Braulio Perez Marchant, Secretary of the National Commission of El Salvador, from 15 June to 5 July; Mr. Camille Aboussouan, Secretary-General of the Lebanese National Commission, from 20 June to 11 July; Mr. Frans Vandenborre, Secretary-General of the Belgian National Commission, from 20 to 28 June; Mr. Charles Lang, Secretary of the Luxembourg National Commission, from 23 June to 14 July; and Mr. Max Koenig, Secretary-General of the Swiss National Commission, from 23 June to 14 July.

Austria. The Minister of Education has appointed the chairman and vice-chairmen of the National Commission for the next five-year period. Dr. Hermann Zeissl, former Director at the Ministry of Education, has been appointed chairman, in succession to Dr. Karl Oberparleiter, a professor at the World Trade College.

Dr. Adalbert Duscheck, a professor at the Technical University in Vienna, and Dr. Ludwig Haensel, a former headmaster, have been reappointed vice-chairmen.

Italy. The most recent issue of the National Commission's *News Bulletin* contains an account of the part played by the Italian delegation at the

1. See the articles on pages 3 and 5.

eighth session of the General Conference of Unesco. It also includes interesting articles on adult education in Italy and the international travelling exhibition of children's paintings, organized by the Commission.

Lebanon. The National Commission has been reorganized. It now has 17 members, under the chairmanship of H.E. Mr. Fuad Ammoun, Secretary-General of the Ministry of Foreign Affairs; the vice-chairmen are Messrs. Fuad Boustany, Rector of the Lebanese National University, and Hashem Hussein, chairman of the Parliamentary Commission for Education. Mr. Camille Aboussouan has taken up his duties as Secretary-General of the Commission.

Spain. In July, Mr. Luis Jordana de Pozas, Chairman of the Executive Committee of the National Commission, spent a week in Paris and made contact with the directors of Unesco's various departments.

Switzerland. The Adult Education Section of the National Commission organized 'a course of practical training in the use of active educational methods in workers' education' at Giubasco (Tessin) from 22 to 24 April last.

The 'Giubasco Days' were a sequel to similar courses organized last autumn at Sierre for French Switzerland, and at Gutenburg Bad for German Switzerland. These courses, intended to enable the country to benefit from experience gained at the international seminars at La Brévière, were a great success. This has led the National Commission to express the hope that Unesco will in future organize further international meetings of adult education specialists.

United States of America. The last number of the National Commission's *News Bulletin* included the following features: an article on Unesco's new programme of direct aid to Member States; an account of the recent visit paid by Mr. René Maheu, Assistant Director-General of Unesco's Secretariat; a description of the work of the Fundamental Education Centre at Sirs-el-Layyan; a report on the introduction, with technical aid from Unesco, of new teaching methods in primary schools in Bolivia; and information concerning recent developments in the campaign being conducted by the United States National Commission to interest as many citizens as possible in the activities of the United Nations and the Specialized Agencies.

Secretariat

HEADQUARTERS SERVICES

DIRECTORATE-GENERAL

Report on the Activities of the Organization in 1954

The Report of the Director-General on the Activities of the Organization in 1954 was published in June. It contains a substantial account of the work done by the Organization during the past year in the fields of education, natural sciences, social sciences, arts and letters, libraries and mass communication. This is followed by an exact description of each of Unesco's activities in relation to documentation, voluntary international assistance, and exchanges, together with an explanation of the particularly important part played by technical assistance to underdeveloped countries.

In addition, Mr. Luther H. Evans has provided an introduction giving his 'personal approach to Unesco's problems' and the way in which he has 'tried to accomplish the year's work'.

In this personal account, he deals first with relations with Member States, showing how efforts have been made by the Secretariat 'to respond more rapidly and understandingly to the requirements of our contacts with governments'. In this connexion, the Director-General recalls that 'it has been our policy, as it must be, to respect all cultures and all forms of government, and to treat all governments with equal respect and equal neutrality. Our task is to improve and advance education, science and culture, not to pass judgment on the failures of governments and peoples to reach ideal objectives'.

Further, closer relations have been established with the United Nations and other intergovernmental organizations. The success of all such agencies depends upon their co-operation in every way to advance the common cause. The same is true of non-governmental organizations, which not only can 'furnish skills and resources which immensely add to those available within the Secretariat, but can, and increasingly do, awaken interest in Unesco's endeavours in wide circles'.

Visits to Member States

United Kingdom. The Director-General paid an official visit to the United Kingdom on 28 and 29 June. This gave him an opportunity of meeting a number of people, including Sir David Eccles, Minister of Education, Mr. Alan Lennox-Boyd, Secretary of State for the Colonies, Sir Ben Bowen Thomas, Sir Ronald Adam, Sir Gilbert Flemming, Sir John Maud, Mr. Richard Cowell, Secretary of the National Commission for Unesco, and various other senior officials. At a meeting organized by Sir Allen Lane, Chairman of the National Commission's Co-operating Body for Mass Communication, Mr. Luther H. Evans was able to talk to many representatives of the press, the publishing world, and television. Lastly, the Director-General attended the opening of a new building of Saltley

Teachers' Training College, in Birmingham, where he made a statement on Unesco's programme.

Other Activities

The Director-General delivered a speech on 10 June, at Geneva, at the International Labour Conference. On the same day he made another statement, also at Geneva, on the occasion of the laying of the foundation stone of the buildings in which the services of the European Organization for Nuclear Research are to be accommodated.

On 13 June, Mr. Evans attended the opening meeting of the International Advisory Committee on Bibliography, held at Unesco House.

He took part, on 15 June, in the work of the special committee set up by the Executive Board to examine Unesco's draft comments on the annual reports of Member States on the trust territories administered by them.

On 25 June, he took part in a visit to the Saclay laboratories organized by the French Department of Atomic Energy for the radio-isotope experts who had been meeting on the two previous days at Unesco House.

On 27 June, Mr. Evans delivered a speech of welcome to the delegates who had come to attend the second General Assembly of the International Social Science Council.

On 30 June, he addressed the opening meeting of the Ninth International Conference of the World Union for Progressive Judaism.

CO-OPERATION WITH THE UNITED NATIONS AND THE SPECIALIZED AGENCIES

Economic and Social Council

The second part of the nineteenth session of the Economic and Social Council of the United Nations was held in New York from 16 to 27 May. Unesco was represented by Messrs. René Maheu, Assistant Director-General and S. V. Arnaldo. Of the decisions taken, those most closely affecting Unesco were:

1. *World pulp and paper resources.* The council unanimously adopted a resolution, expressing appreciation of the report prepared on the subject by the Food and Agriculture Organization (FAO), in co-operation with Unesco, the Economic Commission for Europe and the Economic Commission for Latin America; and inviting FAO, firstly, to continue its efforts, in close collaboration with the other Specialized Agencies, to promote an orderly long-term development of pulp and paper production throughout the world, and, secondly, to provide Member States of the United Nations with advice and assistance in this field.

2. *Freedom of information.* (a) Technical Assistance for the promotion of freedom of information: by 15 votes, with 3 abstentions, the council adopted a resolution requesting the Secretary-General of the United Nations to take steps, in close collaboration with the Director-General of Unesco, to put into operation a programme to promote freedom of information, and to report on developments to the council at its twenty-first session; it also invited Unesco to continue its activities for the furtherance of freedom of information. (b) Reports and studies on freedom of information:

by 14 votes to 2, with 2 absentions, the council adopted a resolution taking note of the reports and studies prepared by the Secretary-General of the United Nations in conjunction with the Specialized Agencies concerned, particularly Unesco and the International Telecommunications Union, and urging all States to facilitate the unrestricted transmission of news, as recommended at the Buenos Aires Plenipotentiary Telecommunication Conference. (c) Media of information in underdeveloped countries: by 16 votes, with 2 abstentions, the council adopted a resolution requesting governments to transmit to the Secretary-General of the United Nations information on the media of information existing in their territories, and requesting the Secretary-General, in consultation with Unesco, to prepare an analysis of the information received, and to present elements necessary for the formulation by the council of a programme of concrete action, which could be undertaken for the development of information enterprises of underdeveloped countries.

Social Commission

The tenth session of the Social Commission of the United Nations was held in New York from 2 to 20 May. Unesco was represented by Messrs. René Maheu, Assistant Director-General, and S. V. Arnaldo. The following decisions were those particularly concerning Unesco:

1. *Measurement of standards and levels of living.* By 13 votes, with 3 abstentions, the commission adopted a resolution drawing the attention of the Secretary-General of the United Nations and the Directors-General of the Specialized Agencies to the need for further work on the measurement of social and technical aspects of levels of living, and requesting the Secretary-General to provide co-ordination in carrying forward this work, through arrangements with the Specialized Agencies concerned.

2. *Principles of community development.* The commission had before it a report on 'Principles of Community Development: Social Progress through Local Action', together with comments by Unesco on that report. It unanimously adopted a resolution urging Member States to continue to make available information on their experience in community development to the United Nations and Specialized Agencies and to provide suitable forms of assistance to other countries, and requesting the Secretary-General of the United Nations, in co-operation with the Specialized Agencies, to continue assisting governments in developing and carrying out projects in this field through technical assistance and study activities.

3. *Training of welfare personnel.* The commission unanimously adopted a resolution requesting the Secretary-General of the United Nations to continue consultation with the Specialized Agencies concerned in the examination of problems encountered in training auxiliary and community workers, to provide material to assist governments in the development of training programmes at all levels, and to promote regional seminars and conferences for development of the content and techniques of the training of social workers.

4. *International survey of programmes of social development.* The commis-

sion considered this survey, which was prepared by the Secretariat of the United Nations in co-operation with Unesco, the World Health Organization, the International Labour Organisation and the Food and Agriculture Organization, as a supplement to the 'Preliminary Report on the World Social Situation'. The commission unanimously adopted a resolution requesting the Secretary-General to transmit the survey to Member States for observations, in order that, at a later stage, the survey, together with such comments as might be received, might be considered by the appropriate organs of the United Nations.

Committee on Information from Non-Self-Governing Territories

The sixth session of this committee was held in New York from 15 April to 11 May. Unesco was represented by Messrs. Alfred Métraux and S. V. Arnaldo. The following decisions particularly concern Unesco:

1. *Social conditions.* The committee unanimously adopted a resolution approving a report on social conditions in the non-self-governing territories and requesting the Secretary-General of the United Nations to transmit the report for examination to Member States of the United Nations responsible for administering such territories, and to the Economic and Social Council, the Trusteeship Council and the appropriate Specialized Agencies. This report contains, *inter alia*, three chapters referring to Unesco's work in connexion with town-planning and industrialization and with racial relations.

2. *Educational conditions.* Unesco's Annual Report on Measures for the Eradication of Illiteracy in Non-Self-Governing Territories was submitted to the committee. No resolution was adopted.

DOCUMENTATION AND EXCHANGE OF INFORMATION

The Career and Professional Status of the Research Worker.

The Unesco Secretariat has recently published a report entitled 'The Career and Professional Status of the Research Worker'. This document was prepared for the Meeting of Directors of National Scientific Research Centres, held at Milan from 15 to 19 April last.[1] Unesco was requested by those attending the meeting to distribute the report as widely as possible.

The report is divided into four parts, relating respectively to a definition of the career of 'research worker', the latter's place in the organization of scientific research and in society, problems connected with recognition of the professional status of the research worker, and, lastly, the most favourable 'research climate'.

Documentation for Youth Movements

During May and June, the Department of Education sent 109 sets of documents on international problems to youth groups in various countries and

1. See *Unesco Chronicle*, No. 1, p. 26.

territories. During the same period, some forty movements or groups also received documents concerning the methods and techniques of youth organizations.

CONFERENCES, MEETINGS OF EXPERTS AND SEMINARS

Meeting of Experts on Radio-Isotopes

Seventeen experts on radio-isotopes from 13 countries[1] met on 23 and 24 June at Unesco Headquarters in Paris under the chairmanship of Professor Pierre Auger, Director of the Department of Natural Sciences. The Secretariat was also represented by Messrs. N. B. Cacciapuoti, J. A. Mussard and W. Moller. The object of the meeting was to discuss the problems of distribution, transportation and utilization of radio-isotopes.

The experts unanimously adopted six recommendations to the Director-General of Unesco. Briefly, their advice to Unesco was: (a) to collect information on all the existing national and international regulations concerning safety measures to be taken for the transport of radio-isotopes, and to prepare a set of draft regulations for international acceptance and use; (b) to undertake the study of a system for the rapid customs clearance of radio-isotopes; (c) to take all appropriate steps to reduce allocation and sales formalities to a minimum; (d) to organize informative meetings on problems involved in the distribution, transportation and utilization of radio-isotopes, and to publish an international bulletin giving information on new applications and procedures involving radio-isotopes; (e) to undertake a study of regulations or codes of procedure relating to waste disposal and the serious attendant dangers, and to prepare for international action in this field; and (f) to collect information on the use of labelled molecules as a research technique, and to study and propose methods of achieving closer international collaboration in the field of production and use of tracer molecules.

Co-ordination Committee for International Voluntary Work Camps

The Co-ordination Committee for International Voluntary Works Camps met at Unesco House on 10 June. The two main questions on its agenda were problems involved in organizing a pilot camp in Egypt, and the preparation of a conference to be held at the end of the current year's campaign.

1. Belgium, Brazil, Canada, Czechoslovakia, France, Italy, Japan, Norway, Sweden, Union of Soviet Socialist Republics, United Kingdom, United States of America and Yugoslavia.

WORK IN THE FIELD

GENERAL ACTIVITIES

Termination of the Group Training Scheme for Fundamental Education (Mysore, India)

The Group Training Centre for fundamental education specialists, established in 1953 by Unesco in co-operation with the Indian authorities at Yelwal, near Mysore, for a period of two years, closed down last May after holding two eight-month courses.

The first of these courses, from December 1953 to July 1954, was taken by 17 trainees from the following 10 countries: Austria, Belgium, Burma, Denmark, France, German Federal Republic, India, Netherlands, Norway and Sweden. The second course was followed by 15 trainees, also from 10 countries, i.e. Afghanistan, Australia, India, Indonesia, Liberia, Malaya, Nepal, New Zealand, Philippines and Thailand.

The main aims of these courses were as follows: to work out, by means of practical experiments in the field—that is, in the numerous villages in the neighbourhood of the Centre—universal fundamental education techniques, valid in any part of the world; to help trainees to acquire the sensibility and flexibility which they must have, if they are to be able to adapt those techniques to any given culture; and, lastly, to study ways of fitting the various special services into a general fundamental education programme, and to co-ordinate the work of those services with other activities in a broader community development programme.

The first course was designed particularly for prospective technical assistance experts specializing in fundamental education; in point of fact, three former Mysore trainees have since been sent on mission—to Bolivia, Cambodia and Thailand. The second course was for educators already holding important posts in their own countries.

The Director of the Centre, Mr. John Bowers, has now resumed his duties in the Unesco Secretariat as Chief of the Division for Fundamental Education.

Travelling Science Exhibitions

After being viewed by over 300,000 visitors, the travelling science exhibition entitled 'New Materials' closed down at Buenos Aires (Argentina) on 16 June.

REGIONAL ACTIVITIES

OAS-Unesco Joint Committee on Co-ordination

The special advisory committee on educational problems set up jointly by Unesco and the Organization of American States met for the first time from 21 to 23 May in Mexico. Unesco was represented by Messrs. Elvin, Director of the Department of Education, Ortiz, Director, and Hughes, Assistant Director, of the Regional Fundamental Education Centre for Latin America (CREFAL) at Patzcuaro, and OAS by Dr. G. Nanetti and Dr. E. Abreu.

The committee noted with satisfaction that the United Nations and

Specialized Agencies, and regional organizations of Latin America and the governments concerned, were making increasingly frequent use of the services of the specialists trained at CREFAL and at the Inter-American Rural Teachers' Training College at Rubio, set up by OAS in co-operation with Latin American countries to train heads and teaching staff of rural teachers' training colleges. The committee also expressed appreciation of the material produced by CREFAL and by the Fundamental Education Bureau of OAS, which is responsible for preparing, printing and distributing series of books and publications for primary teachers and for adults who have recently learnt to read and write.

After acknowledging the need for increasingly close co-operation between CREFAL, the Rubio College and OAS's fundamental education services, the committee expressed the hope that the experts working at CREFAL would be given an opportunity to visit some of the fundamental education projects launched by Member States with the assistance of former students from the Patzcuaro Centre. Further, it was considered desirable to proceed with a scientific evaluation of the results of the work carried out in the communities coming within CREFAL's zone of influence. Lastly, the two organizations laid down criteria for the awarding of OAS fellowships.

Contribution to the carrying out of a Regional Education Programme for Central America

At a meeting held from 20 to 24 June at Guatemala, the Ministers of Education of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama laid the foundations of a regional programme for the co-ordination and development of public education. They decided to form an Education Committee, which will meet annually from 1956 onwards, and requested Unesco to assist in the execution of the programme which they had approved.

The duties of the committee, whose permanent secretariat is to be set up at Managua in Nicaragua, will be to consider the standardization of curricula and school textbooks for primary and secondary schools, establish the equivalence of degrees, and undertake a scientific study of the child and the adult in Central America.

Unesco is to make the services of five experts available to the committee to assist it in its work. It has also agreed to award fellowships to six members of the new body's secretariat, so that they may come to Paris to study the organization and operation of the Clearing House of the Department of Education.

The six Ministers also approved several long-term projects, including the creation of a publishing house for Central America, exchanges of students, teachers and scientists, research on educational terminology, a study of the possibility of publishing a regional dictionary of educational terms, and a closer study of the joint project of Unesco and the International Labour Organisation for the creation of a Professional Training Institute for Central America.

Unesco was represented at the Guatemala Conference by Messrs. Malcolm S. Adiseshiah, Assistant Director-General, and René Halconruy of the Department of Education.

Co-operation with the European Organization for Nuclear Research

The foundation stone of the buildings for the European Organization for Nuclear Research was laid on the site at Meyrin, near Geneva, on 10 June, Mr. Luther H. Evans, the Director-General of Unesco, being present. After the ceremony, the council of the organization held its third session, under the chairmanship of Sir Ben Lockspeiser (United Kingdom). The headquarters agreement between the Swiss Federal Council and the organization was signed. Mr. Jean-Pierre Richemond (France) was appointed Administrative Director, and the post of Director of the Synchro-Cyclotron Division was offered to Professor Wolfgang Gentner (German Federal Republic).

Unesco was represented at this session by Mr. Jean Mussard of the Department of Natural Sciences.

EXPANDED PROGRAMME OF TECHNICAL ASSISTANCE

Missions of Experts

Under the United Nations Expanded Programme of Technical Assistance, Unesco sent four experts on mission during the month of June.

Mr. C. Mahadevan (India), Head of the Geological Section of Andhra University, has gone to Brazil to investigate the mineral resources of the Amazon Valley. He is to join the FAO team, which is co-operating with the Brazilian authorities in the development of that region. Before entering Andhra University in 1945, Mr. Mahadevan took part for 15 years in the research projects carried out by the geological services of Hyderabad.

Mr. E. J. Harrison (Australia), a highly experienced geologist attached to the Ministry of Mining of New South Wales, has recently taken up his assignment at the Desert Institute, near Cairo, in Egypt. He is to assist the Government in carrying out the recommendations made by Mr. E. Hills, another Australian expert sent by Unesco to study the potentialities of the Desert Institute and its possible contribution to Egypt's economic development. Mr. Harrison will also make a survey of the geological situation in respect of subterranean waters; he will prepare a draft plan for a hydrological survey of the different parts of the country.

A former primary school inspector, Mr. J. J. Kéfer (Belgium), has succeeded one of his compatriots, Mr. L. de Wachter, as adviser to the Haitian Government on the training of rural primary teachers. In connexion with a far-reaching programme of modernization, the Haitian authorities have appealed to Unesco for assistance in reorganizing primary schools in country districts.

Mr. A. Trowbridge (United States of America) who for the past three years has been directing the fundamental education project undertaken in the Dujailah area by the Government of Iraq, has been succeeded by Mr. A. J. Dickson (United Kingdom). The project is now in its second phase; the campaign will henceforth be directed by two experts—Mr. Dickson and an Iraqi—who will be responsible for setting up new fundamental education centres and establishing a National Centre for Professional Training at Abu Ghraïb. Mr. Dickson has hitherto been working in Nigeria and on the Gold Coast.

Up to 30 June, a total of 127 experts had been sent on mission by Unesco under the Technical Assistance Programme.

Fellowships

Under the United Nations Expanded Programme of Technical Assistance, Unesco awarded three fellowships in June—to Mr. T. A. Idrobo (Ecuador), to enable him to continue his training in Brazil as a geography teacher (primary and secondary education); to Mr. H. El Mahallawy (Egypt), who will thus be able to complete in France his training in technical education; and to Mr. W. Al-Salam (Iraq), who will continue to train as a science teacher.

Co-operation with International Non-governmental Organizations

Activities of International Scientific Organizations

The second General Assembly of the Union of International Engineering Associations met in Paris on 1 June. The International Union of Pure and Applied Physics organized a symposium, held at Pisa from 12 to 16 June, on 'Elementary Particles'. The International Mathematical Union organized a similar meeting on 'Algebraic Topology', held on 30 June and 1 July at Florence.

International Council for Philosophy and Humanistic Studies

At the invitation of the International Council for Philosophy and Humanistic Studies (ICPHS), a group of historians and orientalists met from 27 to 30 June at Unesco House, Paris, to study the possibilities of broadening the teaching of the humanities.[1] The problem before them was, briefly, how to make more room in the schedule of Western studies for teaching about Eastern civilizations and, reciprocally, how to improve instruction in the European 'humanities' in Asian schools.

The 19 delegates who attended this meeting represented the leading universities of their respective countries, namely: Ceylon (Professor G. P. Malalasekera), Denmark (Professor K. Greenbech), Egypt (Professor Badawi), France (Professors J. Bayet, J. Filliozat and J. Marouzeau), German Federal Republic (Professors G. M. Muncker and H. Scheel), India (Professors A. Chakravarty and R. N. Dandekar), Iran (H.E. Dr. G. A. Raadi), Japan (Professors A. Mori and Isaku Yanaibara), Mexico (Professor P. Bosch Gimpera), New Zealand (Professor R. Syme), Pakistan (Professor M. Hamidullah), United Kingdom (Professors D. Sinor and R. Turner) and United States of America (Professor W. T. de Bary).

---

1. See article on 'The Diversity of Cultures and the World Community,' by J. d'Ormesson, on pages 9-15.

International Music Council

The first General Assembly of the International Society for Music Education, organized by the International Music Council, the German National Commission for Unesco, the Swiss Association for Music Education, and Unesco, was held from 3 to 7 June at Lindau (Germany) and then from 7 to 10 June at Zürich (Switzerland). The assembly was presided by Mr. Arnold Walter (Canada), Unesco was represented by Mr. Robin Laufer of the Department of Cultural Activities.

The International Society for Music Education was founded in 1953, at the end of the International Conference on the Role of Music in the Education of Youth and Adults, convened by Unesco in Brussels. Delegates from 14 countries[1] took part in the work of the General Assembly. The latter adopted the new Society's Statutes and Rules of Procedure and laid the foundations of permanent co-operation with Unesco and several other international organizations concerned with education and music. After considering various items of professional interest, the assembly elected a new executive council of 18 members, with Mr. Domingo Santa Cruz (Chile) as Chairman. The Secretary-General of the society is Dr. Egon Kraus (German Federal Republic).

1. Austria, Belgium, Canada, Denmark, France, German Federal Republic, Japan, Liberia, Netherlands, Norway, Switzerland, United Kingdom, United States of America and Yugoslavia.

PUBLICATIONS

The Present State of Research on the Vegetation of the Arid Zones

A good proportion of recent science publications by Unesco deals with some aspect of arid zone research and development and in particular with the plant life, actual and potential, of such regions. It is to this last question that attention will mainly be directed in the present issue of the *Chronicle*.

Perhaps the best succinct outline of the scope of this question and of its practical relevance is to be found in the opening paragraphs of a recent article in *Impact* (Vol. VI, No. 2, June 1955) by E. W. Golding, head of the Rural Electrification and Wind Power Department of the British Electrical Research Association. He writes, in substance:

'The arid zones occupy almost one-third of the earth's land surface. It is commonly realized that an enormous area stretching from the Atlantic coast of North Africa right through Egypt and the Middle East to Central Russia is desert or semi-desert, but one learns, perhaps with surprise, that something like half of Australia is arid, while only a quarter of the country has enough rain to grow crops. Even the United States, which would never be regarded as an underdeveloped country, has an arid zone of more than one-third of its total area.

'It is reckoned that some two-thirds of the world's population have less than a subsistence diet. To provide an adequate diet for all, the supply of food should be doubled during the next 10 years. The problem is to make fuller use of the land areas of the world, to say nothing of the seas, and clearly this cannot be brought about easily. There are difficult problems to be solved, and their nature changes from one country to another. The rapid advances in scientific knowledge can and must, be applied to their solution.'

An obvious first step was to secure more international co-operation, between the scientists involved, and Unesco was clearly the proper body to take the initiative in this: hence the programmes it is conducting with the advice of its Committee on Arid Zone Research.[1]

---

1. See *Unesco Chronicle*, No. 2, 'Unesco and the Development of Research in the Field of the Natural Sciences,' by Pierre Auger.

Mr. Golding's article goes a little beyond our present terms of reference, to discuss the opening-up of the underdeveloped regions in general and the part which technical assistance and exchange of information can play in them; he also describes the existing situation in the Aden and Somaliland Protectorates, in Israel, in Haiti, in India and in Pakistan.

On the agricultural problems proper, Mr. Golding writes: 'Over much of the desert and semi-desert areas in North Africa, Arabia and the Middle East, the nomadic way of life is a common feature. The people are stock-herders rather than cultivators and they move about the country with their flocks of goats, sheep and camels following the herbage which grows up rapidly when the rain comes to a particular district. . . . It may be that stock-herding is a good means of making use of the limited agricultural resources of the area. But the total annual yield from land so used is small; moreover, when the rains fail stock die in thousands and the inhabitants run the same risk. Improvement of pastures is urgently needed, and this requires the advice of experienced grazing officers, and research to discover the fodder crops best suited to conditions in the area concerned. An example of successful development along these lines comes from Australia, where large areas have been converted from almost useless semi-deserts to valuable grazing by the introduction of subterranean clover (*Trifolium subterraneum*). . . . Incidentally the value of the scientific approach to problems of this kind was well illustrated in this instance, when it was found that the death of quite large numbers of sheep, grazing on what appeared to be adequate pasture, was due to mineral deficiency—particularly that of copper—in the soil.'

Vegetation the Clue to Climate

Later Mr. Golding makes the point that a study of the indigenous vegetation in an area scheduled for development is a necessity. 'One reason,' he writes, 'is that the character of the vegetation affords the skilled observer useful information as to the suitability of the climate for the more valuable crops, the depth of the water table . . . etc. Such a study may also be repaid by the discovery of varieties of trees and plants which may provide raw material for local industry. Detailed information on the occurrence of grasses or other pasture plants, and the influence exerted by the rainfall in this respect, can point the way to plans for preserving crops so as to prevent them from becoming over-mature and less nutritious before they are eaten by stock.'

Arid zone plant ecology was fully appreciated by the Advisory Committee on Arid Zone Research, and on its recommendation Unesco invited some ten experts to supply reports on the position as regards research on the subject. Written in 1952, these papers served as an introduction to the symposium arranged in 1953 by Unesco in co-operation with the Institut de Botanique of the University of Montpellier, and they have recently been published in French and English as volume VI of the Unesco series *Arid Zone Research/Recherches sur la zone aride*[1] under the title of

1. Unesco, Paris, 377 p., illustrated with photographs, maps and diagrams: $7; £2. 5; 2,200 Fr. francs.

Plant Ecology, Reviews of Research/Écologie végétale, compte rendu de recherches.

The fundamental concept in plant ecology is that the vegetation of an area taken as a whole is the result of a long period of adaptation to the whole environment—rainfall, evaporation, dew, wind, insolation, temperatures, soil, etc. The vegetation is the reflection of the climate. As Professor Emberger (France), one of the contributors, puts it: '. . . As environment and vegetation go hand in hand, given identical environments, there will always be identical vegetation or rather vegetation which is biologically equivalent. The floristic composition of the vegetation of identical environments may differ and the differences are the greater, the greater the distance separating the environments in question or the greater the past vicissitudes of their respective flora. Nevertheless, whatever the floristic differences, the vegetation formed by the species in identical environments is always biologically homologous or equivalent'.

An accurate knowledge of the whole environment in any given area is needed in order to ensure a sound programme of plant introduction, as is illustrated in recent years by the establishment in Morocco and Israel, of eucalyptus from Australia, the establishment in Australia of the Monterey pine from California, and of the grass *Eragrostis superba* from South Africa in Arizona. The floristic content of the area is in each case entirely different, but the habitats were similar. This principle applies of course to the development of new agricultural or other crops in an area or to new pasture plants.

Man's Responsibility for Soil Degradation

Most contributors mention the degradation of arid zone soils which they attribute mainly to human factor, particularly over-grazing and the removal of forest cover by fire and/or axe. This is strongly evidenced in old lands (such as Iran, Israel and Turkey), but is not by any means confined to them. The superimposition of droughts and the accentuation of soil erosion then work havoc with such areas, making their rehabilitation a matter of extreme difficulty even with long-term programmes.

The geographical range covered by the reports is immense and serves to impress the importance, internationally as well as nationally, of work in and on behalf of many parts of the arid zone.

Writing on the Indian sub-continent, Professor Bharucha makes a distinction between India where the conditions in affected areas are mainly semi-arid and Pakistan-Afghanistan where they are arid. Generally speaking, while considerable floristic work has been done, ecological research is poorly developed, especially when compared with what is done in Western countries. Afghanistan he names as a key area since it is the old centre of the development of European-Asiatic agriculture, and phytogeographically its flora contains plants common to the Himalayas on the one hand and Iran and Eastern Europe on the other. While a meteorological service has been established and a beginning made with a soil survey, each of these needs to be expanded. In addition a botanical-ecological survey is a prime requisite, and may also bring to light indigenous plants of possible economic importance.

Pakistan too, because of its phytogeographical interest, should have a thorough soil and plant survey. There are three outstanding problems—soil

erosion and soil conservation in the Punjab, the alkali soils in the Punjab and Sind, and waterlogging in parts of Sind.

In India the Rajputana Desert and the Rann of Cutch are thought to be enlarging their boundaries and gradually enveloping more fertile land. From historical evidence it would seem that about 4000 B.C. the present Rajputana Desert was well wooded and even marshy in parts, and was the grazing ground of the elephant and rhinoceros. About A.D. 1000, desert conditions were evident and they have become accentuated by the disappearance of the forest, largely a man-caused disappearance. The present need is to develop wind breaks and shelter belts, stabilize dunes, develop underground water resources, determine the role of dew, study indigenous plants which may be valuable in stabilizing dunes as well as exotics. For such purposes Professor Bharucha recommends the establishment of a Desert Research Institute at Jodhpur.

A report of considerable interest is that by Dr. W. G. McGinnies which gives copious information on the principal plant communities, work done on the reactions of plants to physiographic and climatic factors, the effects of grazing and fire, plant succession as related to land management, etc., in the arid zones of the United States of America and Canada.

The Phytosociological Map, the Ordnance Survey of a Country's Natural Resources

Professor Emberger's report covers the arid and semi-arid zones of north-west Africa between the Mediterranean and the gulf of Guinea and west of a line through Gabes-Tibesti-Oubangui-Brazzaville. As noted earlier, he stresses that in dealing with living material it is important to study the whole environment—the milieu—in any attempt to interpret conditions and apply results in the development of sound practical programmes, which involves intensive bioclimatological studies, soil surveys including soil climates, and surveys and mapping of natural vegetation groups.

'It is the association,' he writes 'i.e. a conjunction of species of specific floristic composition—and not any single species, which affords the most reliable indication of the environment, climate and soil; a particular species is of importance as an indicator solely in terms of the association in which it is an element. . . . Provided the composition of an association and the nature of the soil in which it grows are thoroughly known, we can be sure that, wherever the same association is discovered, the environment is the same. Hence in mapping the plant associations we are also mapping environment, or, in other words, soil potentialities. The map in question is to the agronomist what the geological map is to the engineer or prospector. . . . .

'Alike in Algeria, Tunisia and Morocco extensive recourse is had to phytosociology in the preparation of long-term land development schemes. Phytosociological mapping has already yielded valuable practical results and is tantamount to an ordnance survey of the country's natural resources.'

As an illustration of the benefits of applied phytosociology Professor Emberger cites the case of Tunisia, where it has been used for the identification and listing of land suitable for cultivation, of land which should be afforested, of that to be protected from erosion to preserve the soil capital and of that which can be made into pasture and for the determination

of certain specific inferences from the occurrence of particular associations.

Dr. Pichi-Sermolli (Italy) was asked to write the report on the plant ecology of the semi-arid and arid zones of Ethiopia, Somaliland, Kenya and Taganyika. After stressing the importance of more extensive research in climatology and pedology for the development of these comparatively little known areas, the writer goes on to draw a striking picture of the degradation of the vegetative cover: 'The first stage of the degradation of the vegetative cover begins with the destruction of the wooded vegetation. The axe in the rain forest and fire in the dry woodlands are the principal instruments of this ruthless destruction. The clearings are generally destined for cultivation or for grazing. Where the clearings are cultivated the native agricultural practice leads to an undue exposure of the soil surface and then to a swift deterioration of the soil. Where the clearings are destined for grazing they are invaded by grassland, the conservation of which is guaranteed by periodical and ruthless fires. Thus vast areas once covered with luxurious forests become covered with arid and barren grasslands. . . . In some places the erosion is so strong that it results in the formation of blown sands or stony areas which lead to a desert vegetation. . . .'

Need for a Co-ordinated Research Programme

Dr. Dyer (Union of South Africa) presents an equally striking picture for the corresponding regions of South Africa and Angola. '. . . So far,' he writes, 'the desert has the upper hand and little success has been achieved in stemming its advance. . . . Only by the prosecution of an intensive programme of research on ecological lines will it be possible to prevent the complete dessication of the sub-continent. Until now most research has been qualitative rather than quantitative and there is yet to be instituted a co-ordinated campaign of research to meet the grave situation.' Dr. Mohammed Drar (Egypt) comes to the same conclusion as regards the arid zones of Egypt, Eritrea, Libya and the Sudan, and the general outline left by Professor P. Delbès (France), who died suddenly before completing his report on the arid zones of Saudi-Arabia, Iraq, the Hashemite Kingdom of Jordan, the Lebanon, Syria and the Yemen, suggests that he held the same view.

The report of Dr. Boyko (Israel), on Iran, Israel and Turkey, concludes with a series of recommendations of more than regional scope. He points out that a rich botanical literature is available, but ecological problems have only lately begun to be appreciated. Therefore it is necessary to develop accurate mapping of the vegetation as a basis for economic development of these arid zones. Dr. Boyko advocates exchange of ecologists among arid countries, particularly a hemisphere exchange, and the establishment of international chairs for arid zone plant ecology.

In the same general sphere, a publication of considerable interest is an account of the *Symposium on the Protection and Conservation of Nature in the Near East/Colloque sur la protection de la nature dans le Proche-Orient*, arranged last year at Beirut by the Unesco Science Co-operation Office for the Middle East (Cairo) and the Société libanaise des amis des arbres. Ten countries were represented at the symposium and some fifty eminent scientists attended. The publication recently issued by the Cairo

office contains the full text of about thirty papers sumitted in French or English, and read either in plenary meeting or in one of the four study groups—fauna, flora, soils and education. Also included are the reports of the study groups and the general recommendations adopted by the scientists attending the symposium.

BIBLIOGRAPHICAL NOTES

(Other Unesco publications on the natural sciences issued between 1 January and 30 June 1955)

STUDIES AND DOCUMENTS

Inventories of apparatus and materials for teaching science. Vol. III: *Technical colleges,* part 5, *Medical sciences.* Unesco/WHO publication. Paris/Geneva, 191 p. Price 750 francs, 9.50 Swiss francs, 15/6, $2.75. (French edition to appear later.)

With a view to assisting the improvement of science teaching, particularly in the underdeveloped regions, Unesco has undertaken publication of a series of inventories of the apparatus and materials necessary at all levels of science teaching. Such a collection of reference manuals should enable educators responsible for putting new study programmes into effect to select the essential teaching from the lists in regular use in a number of major countries.

Part 5 of Volume III, issued this year, covers the medical sciences. WHO has dealt with the preparation of the manuscript and the technical presentation, with Unesco undertaking responsibility for publication and translation. The inventory contains lists of apparatus and materials used in the teaching of the following disciplines: anatomy, bacteriology (microbiology), biochemistry, histology, morbid anatomy (pathology), pharmacology, physiology, and preventive and social medicine (hygiene and public health). The lists are the joint work of some twenty professors from different parts of the world and are at once qualitative and quantitative; each is preceded by a short outline of suitable teaching methods and of the organization of practical studies.

Man measures the universe: scientific exhibition organized by Unesco. Unesco, Paris, 80 p. (Already issued in French.)

This booklet takes the form of a descriptive catalogue, for the benefit of visitors to Unesco's fourth travelling scientific exhibition, 'Man Measures the Universe'.

The exhibition is divided into 10 sections. Nine of them deal with very different orders of magnitude, and each has been modelled around entities or objects which seem to characterize them best, and around the unit of measurement used for them: the human scale (the metre), the microbial (the micron), the virus and very large molecules (the millimicron), the atomic scale (the angström) the intra-atomic scale, the geographic (the kilometre), the solar system (the astronomic unit), the inter-stellar (the light year) and the inter-galactic (the parsec). Electromagnetic vibrations are, of course, the basis of most measurements so that a special section has been devoted to them.

Starting with the 'Human Scale' section the visitor finds two directions open to him: one towards ever smaller lengths, the other towards ever larger distances. The first direction ends with the particles which make up the atomic nucleus, the second with galactic archipelagos, the extreme limits of our present knowledge.

PERIODICALS

Impact of science on society. Quarterly, Unesco, Paris. Annual subscription: 450 frs.; 9/6; $1.75. Price per copy: 125 frs.; 2/6; 50 cents. (French version also available.)

Volume V, No. 4 (December 1954). '. . . It seems . . . that medicine only became of real social importance when it became truly scientific, and that its social importance will continue to grow in proportion to its progress as a science. But it also seems that medicine can only remain scientific—and has perhaps only been able to become scientific—because it was first social and has thus had the double advantage of consistent attention on the part of the authorities and of understanding on the part of the public.' This is the theme developed by Dr. Péquignot, médecin des hôpitaux de Paris and professeur agrégé at the Paris Faculty of Medicine in his paper 'Scientific and Social Aspects of Modern Medicine', to which the whole of this number of *Impact* is devoted.

Volume VI, No. 1 (March 1955). This issue contains three papers:

1. 'Scientific Thought and Revolutionary Movements', by David Thomson, Fellow of Sidney Sussex College, Cambridge, and university lecturer in History at Cambridge. His conclusion is: 'The forces seeking political and social change tend always to establish strong affinities with the ideas which are most novel or which are changing most rapidly. And because, in the years between the French Revolution and the formulation of Marxism, the ideas which were changing most rapidly were scientific

ideas, science must be considered as one of the strong and constant influences on the birth and growth of modern revolutionary movements.'

2. 'The Possibilities of Soilless Cultivation', by J. W. E. H. Sholto Douglas, an agronomist of the United Kingdom Ministry of Food. He writes: '. . . The general food problem is as far from being solved as ever, and it is likely to remain so until new methods of producing food in the areas where it is most needed are introduced on a large scale.

'One of the most promising of the new methods is soilless cultivation. . . . By divorcing food production from the soil, hydroponics enables countries lacking fertile farmland to grow all the crops they need to nourish their people. . . . It can provide the solution to the problem of local hunger.'

3. 'Blood Groups and Racial Groups'. Anthony Allison, Department of Pathology, University of Oxford. An essay, arising out of Dr. Mourant's treatise 'The distribution of the Human Blood Groups', on blood groups and their practical applications in the fields of medicine, physical anthropology and forensic medicine.

Volume VI. No. 2 (June 1955). The contents are as follows:

1. 'Man's Responsibility to his Genetic Heritage', by Mogens Westergaard, Professor of Genetics in the University of Copenhagen. Argument: Genetics, because of its bearing on evolution mechanics, holds the key to most of the biological problems which should be the concern of political leaders and economic planners. The genes and chromosomes which we received from our ancestors should be treated not as our own property, but as the property of our species and of our descendants. Never has man's responsibility to his genetic heritage been put to a more severe test than it is in the atomic age; for ionizing radiation, through its damaging effect on the genes, can change the course of man's biological evolution.
2. 'Some Problems in Underdeveloped Areas', by E. W. Golding, head of the Rural Electrification and Wind Power Department of the British Electrical Research Association.
3. 'Pages from the Past.' Tocqueville on science in democracy.

The Unesco Courier: a Window Open on the World. Illustrated monthly. Unesco, Paris. Annual subscription: 300 French francs; 60 Belgian francs; 3.90 Swiss francs; 6/-; or the equivalent of $1.50 in other currencies. Price per copy: 30 French francs; 6 Belgian francs; 0.50 Swiss francs; 7d; or the equivalent of 15 U.S. cents in other currencies. (Published in English, French and Spanish.) U.S. edition: $2.50 per year, 25 cents per copy.

No. 5, 1955. *Exploring the Oceans with Science.* The bulk of this issue deals with the scientific study of marine questions: Features of the issue are 'Fish Migration Detectives'; 'Plankton—Bread from the Sea' and 'Fish in Myth and Legend'.

TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS

September to December 1955

Meetings of international non-governmental organizations subsidized by Unesco and held at Unesco House, are marked by an asterisk (*)

Date		*Place*
SEPTEMBER		
5	Working groups of international non-governmental organizations created by the Fourth Conference of Non-Governmental Organizations approved for consultative arrangements with Unesco	Unesco
5-9	Planning meeting for the establishment of an International Research Centre on social problems of industrialization in South Asia	New Delhi
6-7	Meeting in view of consultations between Unesco and international non-governmental organizations concerning Unesco's draft programme for 1957-58	Unesco
6-10	Meeting of experts for the creation of an international centre for children's films	Edinburgh
8	Fourth meeting of the committee elected by the Fourth Conference of International Non-Governmental Organizations approved for consultative arrangements with Unesco	Unesco
12-20	Informal meeting to brief fellowship holders on Unesco (in programme of co-ordinated experimental activities in education for international understanding and co-operation)	Unesco
16*	Co-ordination Committee for International Voluntary Work Camps	Unesco
19-23	Meeting of experts on the promotion of teaching of race questions	Unesco
19-30	Meeting of experts to promote international co-operation between film and television	Tangier
23-24* and 26	Meeting of the Bureau of the CIPSH	Unesco
27-29*	General Assembly of the CIPSH	Unesco
26-30	Meeting of representatives of Latin American marine biological laboratories and symposium on plankton	Santos (Brazil)
29*	Meeting of the Executive Committee of the CIOMS	Unesco
30*	Meeting of the CIPSH	Unesco
30*-1 Oct.	Third General Assembly of the CIOMS	Unesco
OCTOBER		
2	Executive Committee Meeting of the Council of International Organizations of Medical Sciences (CIOMS)	Unesco
6-26	International Seminar on the Development of Public Libraries in Asia	Delhi
10-12	Liaison Committee of International Organizations in the Field of Arts and Letters (first meeting)	Unesco

Date		*Place*
OCTOBER (cont.)		
13-14*	Executive Committee of the International Theatre Institute (ITI)	Unesco
14*	Co-ordination Committee for International Voluntary Work Camps	Unesco
17-18	Regional Meeting of Representatives of Marine Science Institutes	Tokyo
17-21	Interim Copyright Committee	Unesco
19-22	Regional Symposium on Physical Oceanography	Tokyo
19-22	Conference on the Dissemination of Science	Madrid
24-25	Meeting of the Interim Advisory Committee on Marine Sciences	Tokyo
25-26*	Publications Committee of the International Theatre Institute (ITI)	Unesco
NOVEMBER		
2-5	Consultative Committee on Youth Work	Unesco
8-9	Selection Committee for Workers' Group Travel Grants	Unesco
8-10	Tenth session of the Advisory Committee on Arid Zone Research	Unesco
9-30	Forty-second session of the Executive Board	Unesco
17-19	Second meeting of International Advisory Committee for Documentation and Terminology of Pure and Applied Science	London
18*	Co-ordination Committee for International Voluntary Work Camps	Unesco
25-3 Dec.	Meeting of experts for the preparation of the 1955 Scientific Exhibition (Transformation of Energy)	Unesco
End of Nov.	Meeting of experts to discuss the action to be undertaken by the National Preparatory Committee for the International Computation Centre	Rome
DECEMBER		
1-6	Meeting of Directors of National Organizations responsible for International Cultural Relations	Unesco
2-12	Conference of Experts on the Cultural Integration of Immigrants	Caracas (Venezuela)
16*	Co-ordination Committee for International Voluntary Work Camps	Unesco
19-21	Expert meeting on Social Science Terminology	Unesco
Date undecided	Committee of Experts for the Preliminary Study of Standards concerning the Distribution and Utilization of Radio-active Isotopes (second meeting)	Unesco

UNESCO PUBLICATIONS: NATIONAL DISTRIBUTORS

ALGERIA
Editions de l'Empire,
28 rue Michelet,
ALGIERS.

ARGENTINA
Editorial Sudamericana, S.A.
Alsina 500,
BUENOS AIRES.

AUSTRALIA
Oxford University Press,
346 Little Collins St.,
MELBOURNE.

AUSTRIA
Wilhelm Frick Verlag,
27 Graben,
VIENNA I.

BELGIUM
Librairie Encyclopédique,
7, rue du Luxembourg,
BRUSSELS IV.
N. V. Standard Boekhandel,
Belgiëlei 151,
ANTWERP.

BOLIVIA
Librería Selecciones,
Avenida Camacho 369,
Casilla 972,
LA PAZ.

BRAZIL
Livraria Agir Editora,
rua México 98-B,
Caixa postal 3291,
RIO DE JANEIRO.

CAMBODIA
Librairie Albert Portail,
14 avenue Boulloche,
PHNOM-PENH.

CANADA
University of Toronto Press,
TORONTO.
Periodica Inc.,
5112 avenue Papineau,
MONTREAL 34

CEYLON
Lake House Bookshop,
The Associated Newspapers of Ceylon Ltd.,
P.O. Box 244,
COLOMBO I.

CHILE
Librería Universitaria,
Alameda B. O'Higgins 1059,
SANTIAGO DE CHILE.

COLOMBIA
Hans Otto Ungar,
Librería Central,
Carrera 6d. A. No. 14-32,
BOGOTA.

COSTA RICA
Trejos Hermanos,
Apartado 1313,
SAN JOSÉ.

CUBA
Unesco Centro Regional en el Hemisfero Occidental,
Calle 5 No. 306 Vedado,
Apartado 1358,
HAVANA.

CYPRUS
M. E. Constantinides,
P.O. Box 473,
NICOSIA.

CZECHOSLOVAKIA
Artia Ltd.,
30 Ve smeckách,
PRAGUE 2.

DENMARK
Ejnar Munksgaard Ltd.,
6 Nørregade,
COPENHAGEN K.

DOMINICAN REPUBLIC
Libreria Dominicana,
Calle Mercedes 49,
Apartados de Correos 656,
CIUDAD TRUJILLO, R.D.

ECUADOR
Librería Científica,
Luque 233,
Casilla 362,
GUAYAQUIL.

EGYPT
La Renaissance d'Egypte,
9 Adly Pasha Street,
CAIRO.

ETHIOPIA
International Press Agency,
P.O. Box 128,
ADDIS ABABA.

FINLAND
Akateeminen Kirjakauppa,
2 Keskuskatu,
HELSINKI.

FORMOSA
The World Book Co. Ltd.,
99 Chung King Rd.,
Section I,
TAIPEH.

FRANCE
Unesco Bookshop,
19 avenue Kléber,
PARIS-16e.

FRENCH WEST INDIES
Librairie J. Bocage,
rue Lavoir,
FORT DE FRANCE
(Martinique).

GERMANY
Unesco Vertrieb für Deutschland,
R. Oldenbourg, K. G.
Rosenheimerstrasse 145,
MUNICH 8.

GREECE
Librairie H. Kauffmann,
28 rue du Stade,
ATHENS.

HAITI
Librairie 'A la Caravelle',
36 rue Roux,
Boîte postale III-B,
PORT-AU-PRINCE.

HONG KONG
Swindon Book Co.,
25 Nathan Road,
KOWLOON.

HUNGARY
Kultura, P.O.B. 149,
BUDAPEST 62.

INDIA
Orient Longmans Ltd.,
Indian Mercantile Chamber,
Nicol Road,
BOMBAY.
17 Chittaranjan Ave.,
CALCUTTA.
36-A Mount Road,
MADRAS.
Sub-depots:
Oxford Book and Stationery Co.,
Scindia House,
NEW DELHI.
Rajkamal Publications Ltd.,
Himalaya House,
Hornby Road,
BOMBAY I.

INDONESIA
G.C.T. van Dorp and Co.,
Djalan Nusantara 22,
JAKARTA.

IRAN
Iranian National Commission for Unesco,
Avenue du Musée,
TEHERAN.

IRAQ
McKenzie's Bookshop,
BAGHDAD.

ISRAEL
Blumstein's Bookstores, Ltd.,
35 Allenby Road,
P.O.B. 5154,
TEL AVIV.

ITALY
Libreria Commissionaria,
G. C. Sansoni,
via Gino Capponi 26,
Casella postale 552,
FLORENCE.

JAMAICA
Sangster's Book Room,
99 Harbour Street,
KINGSTON.
Knox Educational Services,
SPALDINGS.

JAPAN
Maruzen Co. Inc.,
6 Tori-Nichome,
Nihonbashi,
TOKYO.

JORDAN

Joseph I. Bahous and Co.,
Dar-ul-Kutub,
Salt Road,
AMMAN.

KOREA

Korean National Commission for Unesco,
Ministry of Education,
SEOUL.

LAOS

(See Viet-Nam.)

LEBANON

Librairie Universelle,
Avenue des Français,
BEIRUT.

LIBERIA

J. Momolu Kamara,
69 Front and Gurley Streets,
MONROVIA.

LUXEMBOURG

Librairie Paul Bruck,
33, Grand-rue.

MALAYAN FEDERATION AND SINGAPORE

Peter Chong and Co.,
P.O. Box 135,
SINGAPORE.

MALTA

Sapienza's Library,
26 Kingsway,
VALLETTA.

MEXICO

Libreria Edicions Emilio Obregón,
Avenido Juarez 30,
MEXICO, D.F.

NETHERLANDS

N. V. Martinus Nijhoff,
Lange Voorhout 9,
THE HAGUE.

NEW ZEALAND

Unesco Publications Centre,
100 Hackthorne Road,
CHRISTCHURCH.

NIGERIA

C.M.S. Bookshop,
P.O. Box 174,
LAGOS.

NORWAY

A/S Bokhjornet,
Sportingsplass 7,
OSLO.

PAKISTAN

Ferozsons,
60 The Mall,
LAHORE.
Bunder Road,
KARACHI.
35 The Mall,
PESHAWAR.

PANAMA

Agencia Internacional de Publicaciones,
Apartado 2052,
Plaza de Arango No. 8,
PANAMA, R.P.

PARAGUAY

Agencia de Librerias de Salvador Nizza,
Calle Pte. Franco No. 39/43,
ASUNCIÓN.

PERU

Libreria Mejia Baca,
Azangaro 722,
LIMA.

PHILIPPINES

Philippine Education Co.,
1104 Castillejos,
Quiapo,
MANILA.

PORTUGAL

Publicações Europa-America, Ltda.,
Rua das Flores 45, 1°.,
LISBON.

PUERTO RICO

Pan-American Book Co.,
SAN JUAN 12.

SPAIN

Libreria Cientifica Medinaceli,
Duque de Medinaceli 4,
MADRID.

SURINAM

Radhakishun and Co. Ltd. (Book Dept.),
Watermolenstraat 36,
PARAMARIBO.

SWEDEN

A/B C.E. Fritzes Kungl.,
Hovbokhandel,
Fredsgatan 2,
STOCKHOLM 16.

SWITZERLAND

Librairie Antoine Dousse, ancienne librairie de l'Université,
Case postale 72,
FRIBOURG.
Europa Verlag,
5 Rämistrasse,
ZÜRICH.

Sub-depots:

Librairie Payot,
place Molard,
GENEVA.
Libr. Barbian et Saladin,
10, rue Romont,
FRIBOURG.

SYRIA

Librairie Universelle,
DAMASCUS.

THAILAND

Suksapan Panit,
Arkarn 9,
Rajdamnern Ave.,
BANGKOK.

TUNISIA

Victor Boukhors,
4 rue Nocard,
TUNIS.

TURKEY

Librairie Hachette,
469 Istiklal Caddesi,
Beyoglu,
ISTANBUL.

UNION OF BURMA

Burma Educational Bookshop,
551-3 Merchant Street,
P.O. Box 222,
RANGOON.

UNION OF SOUTH AFRICA

Van Schaik's Bookstore (Pty) Ltd.,
P.O. Box 724,
PRETORIA.

UNITED KINGDOM

H.M. Stationery Office,
P.O. Box 569,
LONDON, S.E.1.

UNITED STATES OF AMERICA

Columbia University Press,
2960 Broadway,
NEW YORK 27, N.Y.

URUGUAY

Unesco Centro de Cooperación Cientifica Para America Latina,
Bulevar Artigas, 1320-24,
Oficina de Representación de Editoriales,
18 de Julio, 1333,
MONTEVIDEO.

VENEZUELA

Libreria Villegas Venezolana,
Madrices a Marrón N. 35,
Pasaje Urdaneta,
Local B,
CARACAS.

VIET-NAM

Librairie Nouvelle Albert Portail,
Boîte postale 283,
SAIGON.

YUGOSLAVIA

Jugoslovenska Knjiga,
Terazije 27-II,
BELGRADE.

UNESCO BOOK COUPONS

Unesco Book Coupons can be used to purchase all books and periodicals of an educational, scientific or cultural character. For full information please write to: Unesco Coupon Office, 19 avenue Kléber, Paris-16e, France.